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ABSTRACT

The chief administrative officers in teacher education institutions in Canada, when asked to make statements about teacher education toward the year 2000, mentioned most frequently multiple programs, lifelong or continuing involvement, humanistic concerns, an increased emphasis on the school setting, and a more scholarly data base. Participants predicted when certain features or aspects will be in effect in the majority of teacher education institutions, their desirability, and their feasibility. Two features of teacher education were considered to have the greatest effect on education. In the future, inservice education will be equal in importance to preservice, and there will be a closer relationship between theory and practice. Detailed results of this survey are presented in tabular form. (JD)

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TOWARD TEACHER EDUCATION IN THE YEAR 2000

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Overview

The study reported here was designed in part to replicate, in part to update in 1974-75, a previous one conducted by the authors (1970-71).

In the present study a modified Delphi technique was used to elicit from the chief administrative officers of the English-language teacher education institutions in Canada their views about features or aspects of teacher education in the year 2000. The 222 statements obtained from the participants were classified, and 36 were selected to represent these features or aspects. Participants then rated these features or aspects as to probable date of acceptance, desirability, and feasibility, and were encouraged to comment on each. As a third activity, participants completed a seven-place Q sort in which they expressed opinions concerning the impact on education of each of the 36 stated features or aspects of teacher education.

The most frequently mentioned features or aspects originated by the 45 participants were: multiple programs, lifelong or continuing involvement, humanistic concerns, increased emphasis on the school setting, a stronger or more scholarly data base, and increased selectivity. About ten percent of the comments which participants made on the 36 features or aspects of teacher education complained of ambiguity because of the use of terms such as "broader data base" and "humanistic concerns". Despite these difficulties in communication 41 out of 45 participants completed all three parts of the study.

The five features or aspects of teacher education toward the year 2000 judged to have most impact on education, their ratings, the comments made by participants, and the number of participants who originated statements of this kind, follow:

- "A recognized and accepted aspect of teacher education in the future will be that it is non-terminal, continuing, lifelong." This feature or aspect was rated as having most impact on education. Twenty-two percent of participants said it is in effect now, 22% predicted it will be before 1980, and 51 percent predicted it will be in effect in the majority of teacher education institutions in Canada between 1980 and 2000. Participants saw this as desirable, but moderately difficult to accomplish. Forty-two percent of the participants originated statements stating or implying this feature or aspect.
- "Teacher education in the future will feature a closer relationship between theory and practice." Second in its impact on education, this feature or aspect of teacher education was judged by the participants to be in effect now or to be likely to be so before 1980. Participants saw this as very desirable, but difficult. Twelve percent of participants originated a statement along the lines of this feature or aspect.
- "In the future continuing (inservice) teacher education will be equal in importance to preservice teacher education." This feature or aspect was rated as having third most impact on education. Participants were divided as to when this might be in effect in the majority of teacher education institutions in Canada. Twenty-seven percent said before 1980, 47% said between 1980 and 2000, 13% said after 2000, and 9% said never. This feature or aspect of teacher education was seen as very desirable. Participants were divided about feasibility: 22% said it was easy or very easy, 29% rated it "neutral", and 45% said it was difficult or very difficult. Forty-two percent of participants originated a statement about the importance of continuing education in the future, but not necessarily with the incisiveness of this one.

- "Teacher education in the future will feature a large number of differentiated programs designed to fit the capabilities, previous experience, and career aspirations of candidates as well as their subsequent functions in newly-developed school programs." While rating this feature or aspect fourth in its impact on education, a few participants said it was in effect now, 33% said it would be before 1980, and 47 percent predicted it would be in a majority of the teacher education institutions in Canada between 1980 and 2000. It was rated as very desirable, but difficult. Forty-two percent of participants originated statements along the lines of this feature or aspect.
- "Teacher education in the future will provide for a more rigorous screening of candidates on the basis of evaluative criteria which take into account personal as well as academic qualifications." Rating this feature or aspect fifth in its impact on education, the majority of participants saw this as in effect now or by 1980, although 27% thought it would not be in effect in a majority of the teacher education institutions in Canada before 1980-2000, another 9% thought after 2000, and another 7% never. It was rated as very desirable and very difficult. Thirty-one percent of participants originated statements dealing with selection.

Comparisons with the previous study (1970-71) revealed an overlap of only four (about 10%) participants. The most frequently mentioned features or aspects of teacher education in the first study were also mentioned in the second. There was less correspondence in the two studies of features or aspects that had been originated by only a few participants.

Comparisons with studies of the goals of education reveal that there is no one-to-one correspondence between the goals of education as depicted in various studies and the preparatory programs of the teachers who implement those goals. The authors believe that both goals and features or aspects of the future of teacher education express a felt need; that is, participants do not list the most assured of likely future events nor specify as a goal that which is taken for granted as occurring.

A comparison between one study on the goals of teacher education (Coutts & Clarke, 1972) and the present study of teacher education toward the year 2000 showed a high degree of congruence.

POPULATION

The chief administrator in each English-language teacher education institution in Canada was invited to participate, and in the event that the institution enrolled more than 1000 students, to name an additional person for each 1000 students or fraction thereof.

Of the chief administrators of the 39 institutions contacted, 32 agreed to participate. Of the 20 nominees of the chief administrators who agreed to participate, 4 were assistants, associates, deputies, or equivalent; 14 were department chairmen or heads, directors, coordinators, or equivalent; and 2 had no administrative title. Seven institutions originally contacted were not represented in the study.

The views of teacher education toward the year 2000 as expressed in this study are the views of the chief administrators and their immediate colleagues in 32 out of 39 of the English Language teacher education institutions in Canada. The 32 institutions included 91% of the students enrolled.

STATEMENTS ABOUT THE FUTURE OF TEACHER EDUCATION

Each of the 52 persons who agreed to participate was sent an offprint of the *Journal of Teacher Education* article which described the 1970-71 Clarke-Coutts study and a single sheet with these instructions: "Thinking about the future as we approach the 21st century, what will teacher education be like? You may wish to precede each statement you make with the stem 'I believe that teacher education in the future will...'. The sheet bore the title of this study and a subtitle "STATEMENTS ABOUT TEACHER EDUCATION IN THE FUTURE". Most of the participants (89%) produced 4, 5, or 6 statements. The range was 3 to 10.

The 222 statements obtained were classified, as shown in Table 1, in order to facilitate the educing of 36 representative items. Since the basic purpose of the classification was to facilitate the educing and phrasing of representative statements, no special efforts were made to refine or validate the classes. In some instances, there was little difficulty about classification, e.g. that in the future there would be more emphasis on selection: initially, throughout preservice teacher education, at the end before placement, etc. In other instances, the classification was difficult, e.g. as between humanistic concerns and stress on personal development. Some statements made by participants contained more than one idea. It was decided that the core or central idea, as judged by the authors, should be used as a single statement because this would seem to be a more reasonable representation of the views of the different participants than would result from breaking up omnibus statements into two, five, or possibly ten ideas included. This decision made classification more difficult.

For the reasons stated above under importance should not be placed on the classes and the number of statements presented in Table 1. It is the opinion of the authors, however, that the classification is sufficiently valid to warrant the presentation of the classes and the frequency of statements therein as a first approximation to the future of teacher education as seen by the participants. The reader is reminded again that these participants were the chief administrators in most of the English language teacher education institutions in Canada.

There were 45 participants who submitted statements. The commonality of statements was not great: at most 19 out of 45 participants (or 42%) originated a statement of the same classification. Six classes included 105 (53%) of the 199 statements classified as other than miscellaneous. Viewed in this way, one can detect a preoccupation with multiple programs, lifelong teacher education, humanistic concerns, school setting, a stronger data base, and selection, in the statements which came to the minds of the chief administrators as they contemplated teacher education about the year 2000.

REPRESENTATIVE STATEMENTS

The task of educing a set of statements about teacher education in the future representative of those originated by the participants drew heavily on the scholarship, impartiality, and command of English usage of the authors. The classification, made for this purpose, simplified the task. Admittedly statements should be clear and unambiguous, should each present one and only one idea, and should be representative of the original set. Because participants would be asked to rate and comment on the statements in Part II and to sort them in Part III of the study, it was decided arbitrarily to limit the number to 36. The statements in each classification were examined and the number of items necessary to represent the ideas within various categories was determined; for example, the first three statements are based on the "Multiple Programs" classification. It should be emphasized that the procedure used focussed on majority views; highly individual views could be lost within a classification or because of the 36 statement limitation.

The educed statements were listed in Part II of the study in order as derived from Table 1 with those representing frequent mention coming first, and those representing

Table 1
Classification of Statements about the Future of Teacher Education

CLASSIFICATION	NUMBER OF STATEMENTS
1. MULTIPLE PROGRAMS: individualized (8), differentiated but not individualized (11)	19
2. LIFELONG OR CONTINUING: using the term "inservice" (10), using the term "continuing" (9)	19
3. HUMANISTIC: human relations, interpersonal skills, communication skills, commitment to social needs	19
4. INCREASED EMPHASIS ON SCHOOL SETTING: internship (10), field experience (6), apprenticeship (2)	18
5. STRONGER OR MORE SCHOLARLY DATA BASE: more knowledge about human behavior	16
6. MORE SELECTIVE	14
7. ONE OUTCOME STRESSED: diagnostician, remediator, curriculum developer, tutor, team member, facilitator of learning, etc.	11
8. MORE SPECIALIZATION	9
9. CONTROL AND RESPONSIBILITY INCREASINGLY SHARED: with teachers' organizations, school boards, government, etc.	9
10. CONTROL AND RESPONSIBILITY TO MOVE OUT OF THE HANDS OF THE UNIVERSITY	7
11. COMPETENCY BASED EMPHASIS	7
12. TEACHERS TO BE PREPARED FOR ROLE ADDITIONAL TO TEACHING GRADES 1-12 (13)	7
13. INCREASED EMPHASIS ON THE COMMUNITY SETTING	7
14. INCREASED TOTAL-UNIVERSITY INVOLVEMENT	6
15. GREATER RESEARCH ORIENTATION	6
16. INTERDISCIPLINARY EMPHASIS, INTEGRATED, LESS FRAGMENTED	5
17. INCREASED EMPHASIS ON PERSONAL DEVELOPMENT	5
18. UNIFIED PROGRAMS: Marriage of theory and practice	5
19. MORE EMPHASIS ON PREPARING GENERALISTS	4
20. GREATER EMPHASIS ON VALUES	3
21. LONGER	3
22. MISCELLANEOUS: not classifiable in above categories, largely because they were statements about education	23
TOTAL	222

infrequent mention coming last. Two items which kept reappearing as asides in statements which were classified elsewhere were included (numbers 33 and 34): teacher education in the future will be about the same as it is now, and teacher education in the future will bear little resemblance to what it is now.

COMMENTS ON STATEMENTS

Part II invited participants, as they rated the items, "to comment on your decision in the space provided". Only four of the participants made no comments. At the other extreme, six participants commented on every item. The average number of comments was 16.5.

There were 73 comments classified as Communication, or an average of 1.7 per participant; 129 classified as Explanation of Rating, or an average of 2.9 per participant; and 541 classified as Comments on Substance for an average of 12.0 per participant. The difficulty in communication is illustrated in item 10, "Teacher education in the future will feature a much greater

emphasis on humanistic concerns", where 10 participants (22%) found the term humanistic concerns too vague. An examination of the 36 items reveals some where the expectation of possible ambiguity is high, but where none was mentioned; for example, item 22, "Teacher education in the future will involve the community and community resources to a much greater extent".

In so far as participants experienced difficulty in communication, their willingness to rate the items was reduced.

The comments which explained the participant's ratings are self-explanatory. Those classified as substantive were observations about the cost, resources required, social pressures, agreed-upon goals, and trends which the item generated in the minds of the participants.

The comments reveal that lack of clarity of meaning casts doubt on the finding associated with items 10, 12 and 31. Yet such is the idiosyncratic nature of communication that many participants appeared to experience no difficulty with these items. One of the most interesting findings is the small variation in the number of comments per item. A careful perusal of the comments does reveal an individual interpretation on many of the items which may mean that there is less true agreement than the findings show.

RATINGS

In Part II of the study each participant was asked to rate the probable date of acceptance, desirability, and feasibility of each item. Table 2 presents the items, the results in numbers and percent, and a descriptive analysis. For the first item "The basic program of teacher education in the future will vary in length for different candidates", 4 participants (9%) indicated that this is in effect now, 15 (33%) that it will be before 1980, 13 (29%) that it will happen between 1980 and 2000, 8 (18%) that it will occur after 2000, and 3 (5%) that this statement about the future of teacher education would never hold. There were two (4%) participants who did not rate the probable date of acceptance, for a total of 45 participants.

The analysis of the comments in the preceding section revealed that for many of the participants items 10, 12, and 31 were not clear. An inspection of the "not rated" column of Table 2 shows that for item 10, 8 participants (18%) did not rate desirability or feasibility, and 9 participants (20%) did not rate probable date of acceptance. For item 12, the numbers who did not rate the corresponding parts were 15, 15, and 13 respectively, and for item 31 were 8, 7, and 7 respectively. Obviously, one reaction of participants was to decline to rate a statement which they did not understand. Two other items (33 and 34) frequently were not rated because they did not fit the rating system, in that one stated that teacher education in the future would be about the same as it is now, while the other stated that it would bear little resemblance to what exists in 1975. Three other items were not rated by a number of participants: 18 and 19 which dealt with who, in the future, would control teacher education, and 26 which predicted emphasis on preparation of generalists.

Using a simple weighting where very desirable is assigned a weighting of 5, desirable 4, neutral 3, undesirable 2, and very undesirable 1, the features or aspects of teacher education found most desirable were as follows in rank order of the combined weightings for "very desirable" and "desirable": #7 (lifelong or continuing involvement), #27 (closer relationship between theory and practice), #9 (emphasis on human relations), #3 (differentiated programs), #29 (interdisciplinary programs and procedures) and #6 (greater proportion of resources to inservice) tied, #15 (stress on personal development), #16 (total university commitment), #22 (involvement of the community), and #2 (individualization).

Using a similar weighting system with respect to difficulty, rank order in decreasing difficulty is as follows: #23 (teaching practice linked to apprenticeship of health service

Table 2

Ratings of Probable Date of Acceptance, Desirability, Feasibility, and of Impact on Education
of Thirty-six Features or Aspects of Teacher Education toward the Year 2,000

Features or Aspects of Teacher Education toward the Year 2,000	Probable Date of Occurrence					Desirability					Feasibility					Not Rated		Impact on Education								Wtd Total	Rank Order	
	Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency MOST...to....LEAST									
																			Weighting									
																			7	6	5	4	3	2	1			

N = Number Wtd = Weighted																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Features or Aspects of Teacher Education toward the Year 2,000		Probable Date of Occurrence					Desirability					Feasibility					Not Rated			Impact on Education								Wtd Total	Rank Order
N = Number Wtd = Weighted		Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency MOST...to....LEAST									
																				Weighting									
																				7	6	5	4	3	2	1			
7. A recognized and accepted aspect of teacher education in the future will be that it is non-terminal, continuing, lifelong.	N	10	10	23	2	0	37	7	0	1	0	2	10	12	15	5	0	0	1		3	9	11	14	3	1	0	10	1
	%	23	22	51	4	0	82	16	0	2	0	4	22	27	33	11	0	0	2										
8. In the future continuing (inservice) teacher education will be equal in importance to preservice teacher education.	N	1	12	21	6	4	24	11	6	2	0	1	9	13	13	7	1	2	2		2	7	13	16	2	1	0	193	3
	%	2	27	47	13	9	53	24	13	4	0	2	20	29	29	16	2	4	4										
9. In the future there will be an increased emphasis on human relations in preparing candidates for teaching.	N	10	19	15	0	1	28	14	3	0	0	3	18	6	13	5	0	0	0		2	8	7	16	6	2	0	183	8
	%	22	42	33	0	2	62	31	7	0	0	7	40	13	29	11	0	0	0										
10. Teacher education in the future will feature a much greater emphasis on humanistic concerns.	N	4	14	15	0	3	21	13	3	0	0	2	11	11	8	5	9	8	8		3	1	7	23	5	2	0	173	15
	%	9	31	33	0	7	47	29	7	0	0	4	24	24	18	11	20	18	18										
11. Teacher education in the future will be based on a hard central core of knowledge (nature of development, learning theory, communication and social interaction theory, educational design, etc.) and professional skills, with a corresponding diminution of "conventional wisdom."	N	3	10	15	10	5	17	14	7	5	0	1	9	12	11	8	2	2	4		1	7	8	10	13	2	0	174	13
	%	7	22	33	22	11	38	31	16	11	0	2	20	27	24	18	4	4	9										
12. Teacher education in the future will rest on a broader data base and will demand that candidates possess a mastery of this base.	N	1	9	13	4	5	7	17	5	1	0	0	5	13	11	1	13	15	15		1	3	4	14	15	4	0	154	25
	%	2	20	29	9	11	16	38	11	2	0	0	11	29	24	2	29	33	33										

Features or Aspects of Teacher Education toward the Year 2,000		Probable Date of Occurrence					Desirability					Feasibility					Not Rated			Impact on Education								Wtd Total	Rank Order
		Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency MOST...to....LEAST									
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Features or Aspects of Teacher Education toward the Year 2,000		Probable Date of Occurrence					Desirability					Feasibility					Not Rated		Impact on Education								Wtd Total	Rank Order	
		Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency									
																				MOST...to....LEAST									
																				Weighting									
																				7	6	5	4	3	2	1			

N = Number

Wtd = Weighted

20. Teacher education in the future will center on the development of competencies required for the successful performance of teaching functions rather than the acquisition of subject matter.	N	8	14	8	3	7	11	12	7	7	4	2	13	6	16	3	5	4	5	0	5	10	19	5	1	1	174	14
	%	18	31	18	7	16	24	27	16	16	9	4	29	13	36	7	11	9	11									
21. Whereas at the present time most candidates are prepared for teaching in Grades 1-12 (or 13), in the future a greater proportion will be prepared for other functions and/or positions.	N	2	12	19	2	5	9	22	4	3	3	0	16	16	7	1	5	4	5	0	3	4	17	11	5	1	150	26
	%	4	27	42	4	11	20	49	9	7	7	0	36	36	16	2	11	9	11									
22. Teacher education in the future will involve the community and community resources to a much greater extent.	N	4	20	15	2	2	18	19	5	0	0	3	15	9	13	2	2	3	2	1	3	10	19	8	0	0	175	12
	%	9	44	33	4	4	40	42	11	0	0	7	33	20	29	4	4	7	7									
23. Teacher education in the future will feature a broad and strong community context with teaching practice linked to the "apprenticeship" of counterparts in the helping professions such as social work, public health, and recreation.	N	1	7	24	10	3	7	26	9	1	2	0	5	13	24	3	0	0	0	0	2	13	19	4	3	0	171	17
	%	2	16	53	22	7	16	58	20	2	4	0	11	29	53	7	0	0	0									
24. Teacher education in the future will feature a greater emphasis than is currently in evidence on value systems and the valuing process.	N	2	18	14	6	2	13	22	9	0	0	0	8	14	13	9	3	1	1	0	5	5	22	5	4	0	166	22
	%	4	40	31	13	4	29	49	20	0	0	0	18	31	29	20	7	2	2									
25. Teacher education in the future will feature much more specialized preparation for limited and clearly defined functions and responsibilities.	N	1	11	13	6	12	5	14	12	5	6	1	9	17	7	6	2	3	5	0	0	6	15	18	1	1	147	29
	%	2	24	29	13	27	11	31	27	11	13	2	20	38	16	13	4	7	11									

Features or Aspects of Teacher Education toward the Year 2,000		Probable Date of Occurrence					Desirability					Feasibility					Not Rated			Impact on Education							Wtd Total	Rank Order
		Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency MOST...to....LEAST								
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Features or Aspects of Teacher Education toward the Year 2,000		Probable Date of Occurrence					Desirability					Feasibility					Not Rated			Impact on Education								Wtd Total	Rank Order
N = Number Wtd = Weighted		Now	Before 1980	1980-2000	After 2000	Never	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	Very Easy	Easy	Neutral	Difficult	Very Difficult	Date	Desirability	Feasibility	Q-Sort Frequency MOST...to....LEAST									
																				Weighting									
																				7	6	5	4	3	2	1			
32. Teacher education in the future will feature the preparation and facilitate the placement of candidates consistent with their personal characteristics.	N	0	6	17	9	8	13	15	6	3	3	0	3	12	10	15	5	5	5	0	1	12	19	5	4	0	165	23	
	Z	0	13	38	20	18	29	33	13	7	7	0	7	27	22	33	11	11	11										
33. Teacher education in the future will be just about the same as it was in 1975.	N	3	5	1	0	19	0	0	5	17	17	6	7	8	4	3	17	6	17	1	1	0	6	4	7	22	85	36	
	Z	7	11	2	0	42	0	0	11	38	38	13	16	18	9	7	38	13	38										
34. Teacher education in the future will bear little resemblance to teacher education in 1975.	N	1	1	8	17	3	7	17	7	4	1	0	2	10	9	11	15	9	13	1	1	5	13	11	8	2	141	32	
	Z	2	2	18	38	7	16	38	16	9	2	0	4	22	20	24	33	20	29										
35. Teacher education in the future will involve increased use of technology such as computer assisted instruction, instructional packages, videotaped materials, etc.	N	5	18	16	6	0	7	27	9	2	0	1	13	11	18	2	0	0	0	0	2	8	14	14	3	0	156	24	
	Z	11	40	36	13	0	16	60	20	4	0	2	29	24	40	4	0	0	0										
36. Teacher education in the future will feature an increasing emphasis on controlled clinical experiences (micro-teaching, simulation, tutoring, highly structured and analyzed mini teaching episodes, and the like) in contrast with traditional and/or extended practicums.	N	5	9	17	2	7	13	16	6	2	5	2	5	16	17	1	5	3	4	0	4	11	17	6	3	0	171	18	
	Z	11	20	38	4	10	29	36	13	4	11	4	11	36	38	2	11	7	9										

neophytes), #14 (selection), #16 (total university commitment), #3 (differentiated programs), #15 (stress on personal development), #27 (closer relationship between theory and practice), #28 (knowledge focussed on applied skills), #13 (emphasis on research) and #29 (interdisciplinary programs and practices) tied, and #2 (individualization).

There is a heavy overlap between the ten most desirable and the ten most difficult items, #27 (closer relationship between theory and practice), #3 (differentiated programs), #29 (interdisciplinary programs and practices), #2 (individualization), #15 (stress on personal development), and #16 (total university commitment) being on both lists.

At the other end of the scale, the five features or aspects judged as least desirable were: #33 (teacher education will remain as it is now), #19 (move out of the hands of the universities), #17 (joint control by teacher organizations and teacher education institutions) and #18 (joint control: universities, professional organizations, employing agencies, government) tied, and #20 (centre on the development of competencies).

The five rated as most easily accomplished were: #9 (emphasis on human relationships), #16 (a greater proportion of resources to inservice), #1 (varying length of program), #4 (more time in schools), and #22 (community involvement).

We can now identify two items deemed to be desirable (in the top ten) and easy (in the top 5): #9 (emphasis on human relations) and #6 (a greater proportion of resources to inservice).

The rating of probable date of acceptance permitted participants to indicate disagreement with a feature or aspect which had been originated by other participants. In descending order, the following features or aspects were rated as "never" for probable date of acceptance: #19 (teacher education will move out of the hands of the universities), #33 (teacher education will remain as it is now), #18 (joint control: universities, professional organizations, employing agencies, government), #17 (joint control by teacher organizations and teacher education institutions), #30 (longer), #25 (more specialized) and #26 (prepare generalists) tied, #32 (preparation and placement consistent with personality), #20 (centre on the development of competencies) and #36 (increased emphasis on clinical experiences). The number of persons who rated the feature or aspect of teacher education as never likely to occur decreased from 21 who so rated item 19 to 7 who so rated item 36.

As might be expected, features or aspects of teacher education rated as least desirable are also rated as never likely to be accepted or occur. All five of the least desirable items (33, 19, 17, 18, and 20) are found in the ten rated least likely to be accepted or occur.

Further study of Table 2 reveals that there was, indeed, a definite future cast in the 36 statements. Very few participants indicated that the feature or aspect of teacher education described was in effect now. For two, #7 (lifelong or continuing) and #9 (emphasis on human relations) 10 participants (22%) indicated that this feature was in effect now. All other items had a lower rating.

The analysis of participant's ratings in Table 2 summarizes the major reactions to the features or aspects of teacher education delineated by the 36 items according to the preceding analysis.

IMPACT ON EDUCATION

In Part III of the study, a specially prepared Q-sort requested participants to select the one feature or aspect of teacher education with most impact on education, the three with next most impact, then the seven, fourteen, seven, three, and finally the one with least impact on education. Forty-one of the 45 participants who had completed Parts I and II completed Part III.

Participants observed that it was difficult to include two statements "that teacher education in the future would be just about the same as now", or "will bear little resemblance to teacher education in 1975". The items previously noted as not being clear might have caused difficulty in the Q-sort, but a perusal of Table 2 shows that many participants were able to sort items number 10, 12, and 31. These items, however, were not ranked high in their impact on education.

An examination of Table 2 also reveals that item 7 "a recognized and accepted aspect of teacher education in the future will be that it is non-terminal, continuing, lifelong" was rated as being the feature or aspect of teacher education which would have most impact on education toward the year 2000. Three participants rated it as the one feature or aspect with most impact, 9 participants rated it as the feature or aspect with next most impact, and 11 participants rated it as the feature or aspect with next most impact. The weighting scheme listed provided a weighted total of 3x7, 9x6, 11x5, and so on for a total of 197 (See Table 2).

The ten features or aspects rated as having most impact on teacher education were: lifelong or continuing involvement; closer relationship between theory and practice; inservice teacher education equal in importance to preservice; differentiated programs; more rigorous screening; a greater proportion of total resources to inservice education; candidates prepared to be facilitators of learning; increased emphasis on human relations; candidates spending more time in schools, and increased emphasis on research in teaching and teacher education. The ten features or aspects with least impact on teacher education were: teacher education in the future will be just about the same as it was in 1975; control will be jointly by universities, professional organizations, employing agencies, and government in that order; control will move out of the hands of the universities; control will be jointly between teacher organizations and teacher education institutions; teacher education will bear little resemblance to teacher education in 1975; the basic programs will vary in length for different candidates; will involve 5 to 8 years of initial preparation; will be much more specialized; will involve more concern and commitment by the total university; and will emphasize the preparation of generalists.

The diversity of opinion among participants is apparent. Only 13 of the 36 features or aspects were not rated by any participant as having "most impact" on education toward the year 2000, and 24 of the 36 were not rated as having "least impact". Inspection reveals five items (1,15,16,17, and 19) which were rated by participants in every possible way, from most impact to least impact on education. Despite this diversity, the agreement among participants with respect to the features or aspects with most impact is impressive, and perhaps even more so with respect to least impact.

Comparisons

Since this study was designed to replicate, at least in part, a 1970-71 study on the same topic, the first comparison will be with this earlier study.

The basis for choosing participants was identical in each study: the chief administrative officer, and in the event that the institution enrolled more than one thousand students, an additional person for each 1000 students or fraction thereof, in the English language teacher education institutions in Canada. Table 3 shows the comparisons.

TABLE 3
COMPARISONS OF PARTICIPANTS

	Institutions	Institutions Represented	Individuals contacted	Participants who completed all parts
1970-71	41	27	20 55	40
1974-75	39	32	61	41

The overlap of participants after four years was four persons of whom three were chief administrators and one acting for the chief administrator who was on leave. Turnover is high, holding power is low, drop-outs abound among chief administrators and their designees! From the point of view of the two studies, with a ten percent overlap in participants, there are basically two different sets of participants.

The overlap in statements about the future of teacher education was considerable. In the first study there were 38 statements of features or aspects, and while wording varied there were 21 statements common to the two studies. These common statements express the view that there will be a longer period of preservice preparation; extensive use of internship; many teachers prepared for other than K-12; teacher education just about the same as it is now; teacher education that is lifelong or continuing; more stress on selection with reference to speech, English usage, mental health, and human relations; shared control with teachers' organizations concerning goals, curriculum, recruitment, selection and certification; more specialization; individualization; differentiated programs; more attention to competency based approaches; stress on ethics and values; preparation in the use of educational technology; individualization to the point of no commonality; preparation of teachers as facilitators of learning. It should be noted that in two instances (selection and shared control) the earlier study had several statements expressing different features or aspects while the present study has only one.

Features or aspects contained in the earlier study but not found in the present one follow: Teacher education will be the responsibility of universities; there will be no institutions devoted to preparing teachers; teacher education will be involved with constant or periodic re-evaluation of teachers who will have to requalify to retain certification; certification specific to the area of specialization; two major branches of teacher education: educational technology and educational psychology; preparation in working as a leader or member of a group; half "common core" and half specific to specialization re function, level, staff differentiation; general education and subject specialization relegated to the background by psychological, sociological, cultural values, guidance, and similar studies; general methods related to the cognitive disciplines replacing specialized methods; lectures to disappear; professors of education to spend as much time in the field as they do in the university; the professor of education to remain only as a research scholar; disillusionment with innovation and change in teacher education; candidates specialized both in individualization and in group processes; teacher education to be involved in making education an effective force for reducing social and other inequalities.

The features or aspects found in both studies are the ones mentioned most frequently in the initiation of items by participants (Part I), while the differences between the two lists occur in the features or aspects originated by fewer participants.

Some of the features or aspects found in the second study which were not specifically mentioned in the first are: emphasis on humanistic concerns; stronger data base (more scientific); emphasis on research in teacher education; personal development; concern and commitment by the total university; control of teacher education to move out of the hands of the universities; community involvement; a closer relationship between theory and practice; interdisciplinary involvement; preparation and placement consistent with personal characteristics; increased emphasis on controlled clinical experience.

Considering that there was a time lapse and considering that the second study substantially (90%) involved different people, the overlap between the features or aspects mentioned is substantial. Views of the future may change, but in the short run, they retain a considerable stability.

It is not possible to generalize on the basis of the participants common to the two studies, but some interesting comparisons are possible. First, they tend to be no different than other participants in the study, their initial statements and their reactions to the items in Part II reflecting this. Second, they have generally moved with changes that have occurred since 1970-71 and are aware of current and anticipated thinking and practice with respect to teacher education. Third, they seem more concerned with broad aspects of teacher education than with narrower ones. Fourth, they are consistently in favor of quality programs, which, besides assuming a strong base in knowledge and educational theory and practice, are designed to meet changing times and conditions. Fifth, they recognize the importance of the personal development of the neophyte teacher. In general, they would rate high those items so rated by the participants in this study.

The first study did not ask participants to rate feasibility, desirability, or impact on education, so further comparisons cannot be made on these matters. An interesting task in the first study was that participants were asked to rate when each of the features or aspects of teacher education would be descriptive of teacher education in their own institutions. The finding was that the features or aspects would occur at later dates in their own institutions than in teacher education in general.

A second comparison which can be made is to examine the consistency between forecasts of the future of teacher education, and what people consider to be the goals of education. Lauwerys (1973) stated the conclusions of a 1972 cross-Canada survey of the purposes of Education. Included were: diversity is a good thing, the prime function of schools is to convey knowledge and to develop reasoning power, education should aim at helping individuals to enjoy life more richly, e.g. through the arts and by fostering creativity, schools should help children toward getting a job, but, what is even more important, should help them attain self-satisfaction. One can ask whether the future of teacher education should reflect these goals, and whether in our study it did.

It is the view of the authors that forecasts of the future and statements of goals both express participants' felt needs. For example, in 1970 not all teacher education in Canada was located in universities or university related institutions. Participants in the first study originated this feature or aspect as applying to the future of teacher education toward the year 2000. In 1975, when in fact teacher education in Canada was located in universities, the felt need had disappeared and not one of the participants proposed this as a feature of teacher education in the future. If the felt needs view is correct, then a one-to-one correspondence between the future of teacher education and the goals of education can be expected only to the extent that the felt needs apply to both.

Perhaps the clearest example is that the persons who responded to the C.E.A. study of Canadian education (Lauwerys, 1973) considered that a prime function of the schools was to convey knowledge and develop reasoning power. No feature or aspect of teacher education in the present study relates directly to this prime goal, presumably because the participants felt that teachers were already, and would continue to be, prepared to promote this goal.

There is consistency, however, between the goals of education and the future of teacher education. For example, each emphasizes diversity, concern for individual development, good human relations, and general humanistic concerns. These are felt needs; that is, areas for increased emphasis or concern. But there is no one-to-one correspondence between the goals of education (C.E.A.) and the future of teacher education (present study).

Another study, "1,000,000 Opinions: A Report of the Social Values Survey", Chalmers (1972) conducted in Greater Montreal for the Protestant school board found that parents ranked educational goals in this order: vocational preparation, developing self-discipline, helping students understand themselves and others, moral and ethical values, and encouraging originality and creativity. The present study does not mention teacher education to enable teachers to prepare students for the world of work or to get a job, presumably because of

the felt needs explanation. The other goals, either directly or by implication, are consistent with the preparation of teachers shown in this study.

At the opposite side of Canada, in a study by Coutts, Clarke & Horowitz, (1974) in which the goals of education were originated by the panelists, the ten most frequently mentioned were personal development, critical thinking, vocational preparation, universality of educational opportunity, imparting knowledge, constructive use of leisure time, moral and ethical values, lifelong or continuing involvement, ability to cope with change, and developing attitudes favourable to social survival. The study referred to, centered in the province of Alberta, sought the views of a number of groups. Again we find many of the goals of education not specifically covered by the features or aspects of teacher education toward the year 2000 as identified in the present study.

A study by Coutts & Clarke, (1972) of the goals of teacher education, also centered in Alberta, which permitted participants to originate the goals, showed that the ten most frequently mentioned were change, values, methods, human relations, inservice education, individualized instruction, selection, facilitation of learning, community involvement, and the learning process. There is much more congruence between these findings and the features or aspects of teacher education toward the year 2000. The notable exception is the strong emphasis on change in the study cited, an emphasis which may have been produced by the procedures used.

It would seem, then, that there is no one-to-one relationship between what various groups see as the goals of education, and what our panelists see as the future of teacher education. The authors attribute this in large part to the felt needs explanation. This, however, is a matter for some concern and for further study. In the one study cited there was good correspondence between the goals of teacher education as seen by various groups in one province, and the future of teacher education delineated by the participants in the present study.

Discussion

The roles people play and the social setting at a particular time are likely to affect views about the future. This study found that when role was held reasonably constant (the chief administrator in English language teacher education institutions in Canada) despite the fact that the personnel involved were almost completely different, the view of teacher education toward the year 2000 remained remarkably constant over a four to five year period. It also identified examples of the social setting at a particular time affecting views about the future, as illustrated in the dropping of the forecast that teacher education would be university based.

The authors have put forward a felt needs theory about the generation of statements of goals, or of forecasts about the future in human affairs such as education. The commonplace, the inevitable, the certain, that which is being done and not attracting attention, are the matters which are ignored. The uncommon, the less likely, the uncertain, that which should be done or should be done better, the gap between what is and what ought to be generate the statements about goals and about the future.

Summary and Conclusions

1. The chief administrative officers in English language teacher education institutions in Canada when asked to make statements about teacher education toward the year 2000 mentioned most frequently multiple programs, lifelong or continuing involvement, humanistic concerns, an increased emphasis on the school setting, and a stronger data base (more scholarly).
2. The 222 statements originated by participants were classified and 36 representative statements were selected to represent the views expressed. Communication difficulties were illustrated by three of the statements regarded as vague by some participants, e.g. humanistic concerns, facilitators of learning, broader data base.
3. Participants rated the 36 representative statements as to the time when the feature or aspect will be in effect in the majority of teacher education institutions in Canada, its desirability, its feasibility. Many commented on the substance of the statement, explained the reason for their rating, or complained about the communication factor.
4. The features or aspects of teacher education considered to have most impact on education were that in the future it will be lifelong or continuing, will exhibit a closer relationship between theory and practice, will stress inservice teacher education as equal in importance to preservice, will provide differentiated programs, and will involve more rigorous screening.
5. In general, the features or aspects of teacher education toward the year 2000 deemed to have most impact on education were seen as desirable or very desirable, difficult or very difficult. The road is hard!
6. There is substantial agreement with the view of teacher education toward the year 2000 as seen by participants in an earlier (1970-71) study. The participants were substantially different persons holding the same positions.
7. There is no one-to-one correspondence between teacher education toward the year 2000 as seen by the participants in this study and the goals of education as outlined in various studies. This is explained, in part at least, by differences in the felt needs of participants at a particular time.
8. There is close agreement between teacher education toward the year 2000 as seen by the participants in this study and the goals of teacher education cited in one previous study.

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Only those references directly pertinent to this study are cited below. The general references most often referred to by the authors include Chapter XI, *Teacher Education in the Future*, (1975), Seventy-fourth Yearbook, N.S.S.E. and *The Journal Teacher of Education*, 1974, Vol 25 #2, thematic section on *Futurism in Education*.

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